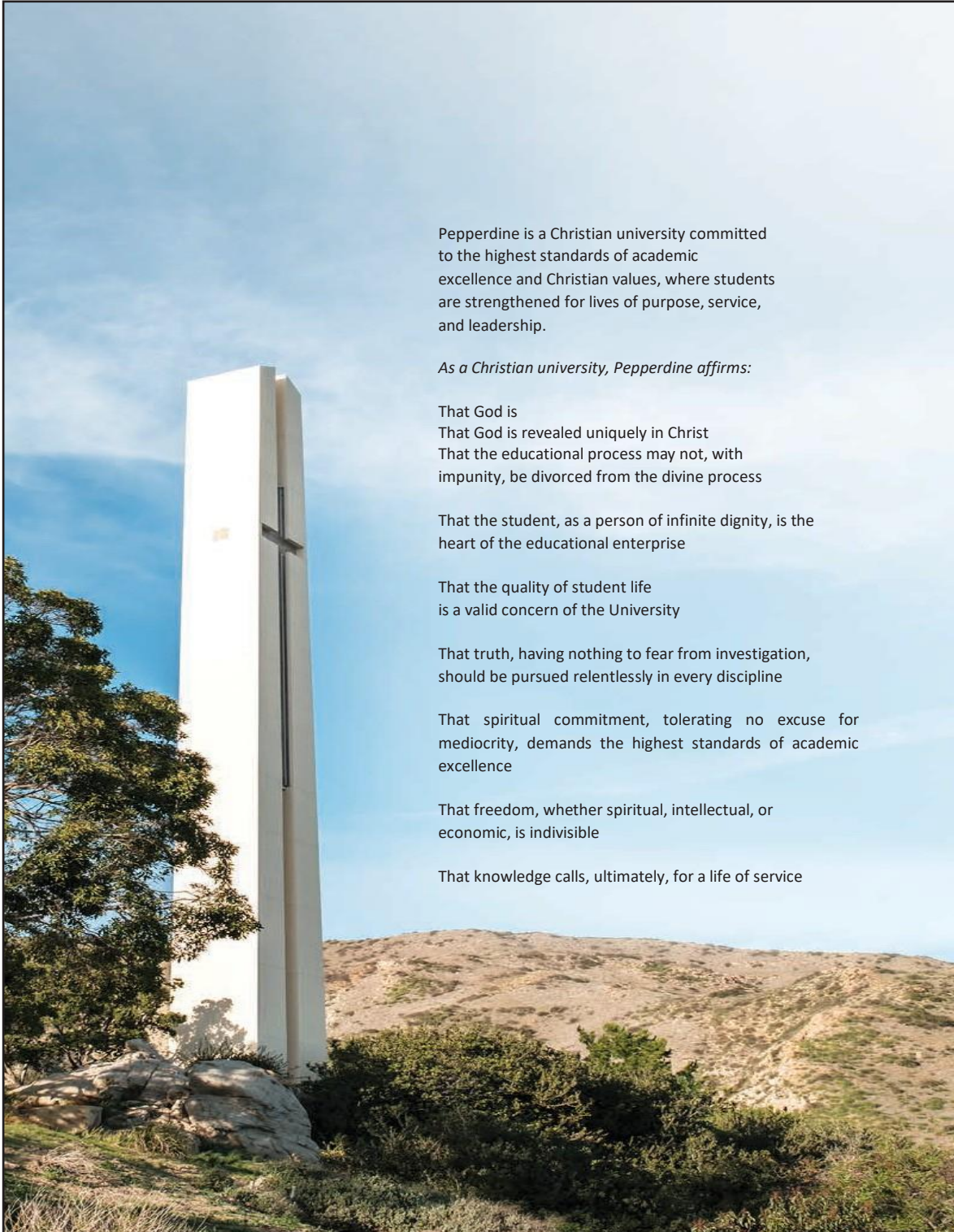# PEPPERDINE

College of Health Sciences,
Speech-Language Pathology

2025–2026
Academic Catalog

For More Information
Requests for further information should be addressed to:

Pepperdine University
26750 Agoura Road
Calabasas, CA 91302
(818) 702-1000
slp.pepperdine.edu

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

As a Christian university, Pepperdine affirms:

That God is
That God is revealed uniquely in Christ
That the educational process may not, with impunity, be divorced from the divine process

That the student, as a person of infinite dignity, is the heart of the educational enterprise

That the quality of student life is a valid concern of the University

That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline

That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence

That freedom, whether spiritual, intellectual, or economic, is indivisible

That knowledge calls, ultimately, for a life of service

Contents

DRAFT
SPEECH-LANGUAGE PATHOLOGY PROGRAM
2025–2026 ACADEMIC CALENDAR

Fall 2025

Monday	Sept. 1	Labor Day holiday
Tuesday	Sept. X	Fall term classes begin
Tuesday	Sept. X—	Add/drop period; withdrawal fee applies
Monday	Sept. XX	
Tuesday	Sept. XX	Tuition due; refund schedule applies; late registration fee applies
Friday	Oct. XX	Last day to withdraw with grade of W
Thursday	Nov. 25—	Thanksgiving holiday
Friday	Nov. 26	
Friday	Dec. 10	Last day of Fall term; degree posting date
Saturday	Dec. 11—	Term break
Sunday	Jan. 11	

Spring 2026

Monday	Jan. 12	Spring term classes begin
Monday	Jan. X—	Add/drop period; withdrawal fee applies
Sunday	Jan. XX	
Monday	Jan. XX	Tuition due; refund schedule applies; late registration fee applies
Monday	Jan. 19	Martin Luther King, Jr., Day holiday
Friday	March X	Last day to withdraw with grade of W
Friday	April 24	Last day of Spring term; degree posting date
Saturday	April 25—	Term break
Sunday	May 3	

Summer 2026

Monday	May 4	Summer term classes begin
Monday	May X—	Add/drop period; withdrawal fee applies
Sunday	May XX	
Monday	May 25	Memorial Day holiday
Wednesday	June 19	Juneteenth National Independence Day holiday
Friday	July 3	Independence Day holiday (observed)
Friday	July XX	Last day to withdraw with grade of W
Friday	Aug. 14	Last day of Summer term

President's Message

Pepperdine is a premier, global, Christian university. Our mission is to strengthen students for lives of purpose, service, and leadership. Our world is in need of brave young leaders who know the difference between truth and its counterfeit and possess the character to stand for the truth at all cost. However, these kinds of leaders are not born—they are built—and I believe that Pepperdine is uniquely positioned to deliver on the promise of building and sending these leaders into the world. That promise is for you.

Over the course of history, nearly every college or university that began as a faith-based institution felt it had to choose between excellence in academics and excellence in faith. But at Pepperdine, we believe they are intertwined and that they can—and they must—ascend together. Intellectual excellence starts with the academic culture created by our nationally esteemed faculty through their scholarship and teaching. We refuse to compromise on the rigor, scholarship, and mentoring that it takes to shape brilliant leaders.

Equally important, Jesus modeled an "open arms" and "open table" approach to life and faith. At Pepperdine, we are unapologetically Christian, which means that we invite and welcome the world into our community. We invite everyone here because God designed life that way. He designed us to do life together. He designed us to need each other—to belong to each other. He designed us with different gifts and different views, and he strengthens us and teaches us through the vehicle of different perspectives.

Welcome to Pepperdine. I hope and pray that you are challenged and equipped here to be the best leader you could possibly be.

Jim Gash
President

General Information

History of the University

Pepperdine University is an independent, medium-sized university enrolling approximately 10,030 students in five colleges and schools. Seaver College, the Caruso School of Law, the Graduate School of Education and Psychology, the Graziadio Business School, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. Courses are taught in Malibu, at three graduate campuses throughout California, at the campus in Washington, DC, and at international campuses in Germany, the United Kingdom, Italy, Argentina, and Switzerland. The proposed College of Health Sciences would become the University's sixth school, with an anticipated opening date 2025.

The University was founded in 1937 by George Pepperdine, a Christian businessman who started the Western Auto Supply Company. For the first 30 years of its life, the institution was a small, mostly undergraduate college. Following the expansion of new schools, the college was announced as Pepperdine University in 1971. In 1972 the University opened its new campus at Malibu.

Pepperdine University is religiously affiliated with Churches of Christ, of which Mr. Pepperdine was a lifelong member. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

Colleges and Schools of the University

The proposed College of Health Sciences is the newest academic initiative at Pepperdine University. The College is expected to include several degree programs that prepare students to become dedicated professionals in many fields of health sciences, such as speech-language pathology, nursing, and nutrition. In addition to high academic standards, health sciences students are also expected to be living examples of the Christian mission of Pepperdine University, as they learn to become providers of care to people in need.

Seaver College is the University's residential college of letters, arts, and sciences, enrolling approximately 3,570 undergraduate and graduate students who are expected to maintain the highest standards of academic excellence and personal conduct. An interdisciplinary curriculum requires each student to develop as a broadly educated person. Seaver College offers 46 bachelor's degrees, five master's degrees, and one post-baccalaureate certificate program in diverse fields of study.

The Caruso School of Law provides an excellent legal education within a values-centered context. Approved by the American Bar Association and holding membership in the Association

of American Law Schools and the Order of the Coif, the Caruso School of Law attracts students from around the nation.

The Graziadio Business School is one of the nation's largest graduate business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Special programs include an MBAJ program for Graziadio school BSM graduates.

The Graduate School of Education and Psychology offers master's and doctoral programs in education and psychology, which are founded on the scholar-practitioner model. The education programs prepare teachers to be leaders in technological innovation and collaborative learning environments. Students in the psychology programs are educated in human-service fields, including clinical psychology and marriage and family therapy.

The School of Public Policy offers master's degree programs in public policy. It prepares graduates for careers as leaders and seeks to strengthen the institutions that lie between the federal government and the individual, including the family, religious organizations, volunteer associations, local and regional government, and nonprofit organizations.

The College of Health Sciences

Educational Philosophy

The College of Health Sciences emphasizes both academic excellence and Christian values. Degree programs are designed to address timely community needs for providers of health services and care. Specialization in a particular field offers students in-depth training for clinical practice while they develop a personal standard of conduct that reflects the Pepperdine mission of strengthening lives for purpose, service, and leadership.

Health sciences faculty members are committed to excellent teaching, meaningful scholarship, and exemplary clinical conduct. Faculty members publish broadly, present papers at meetings of professional societies, hold offices in professional organizations, and engage in meaningful, practical contributions to the health sciences professions across many specializations. While engaging in many scholarly and professional activities, faculty members remain committed to nurturing the intellectual and professional growth of students. Students have the unique opportunity of establishing close, professional mentoring relationships with their professors.

Obtaining a degree or professional certification in health sciences signifies that the recipient has completed rigorous academic and clinical preparation under the guidance of professors who are committed to high academic and professional standards and to Christian values. The graduate leaves with a rich foundation of knowledge essential to a meaningful personal life and a system of values necessary for navigating the growing complexities of health sciences theory and practice.

Pepperdine Calabasas Campus

The Master of Science in Speech-Language Pathology is a distance education program. All courses are delivered online, and clinical experiential learning is done at clinics local to the students. There are also three required onsite experiences, which are conducted at the Pepperdine Calabasas Campus, near the main Malibu Campus. The Academic Program section of this catalog shows the placement of each SLP onsite experience within the required course sequence.

Accreditation

The Master of Science in Speech-Language Pathology at Pepperdine's proposed College of Health Sciences is an applicant for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800–498–2071 or 301–296-5700.

Grievances/Complaints

The Speech-Language Pathology program at Pepperdine University expects students to follow the Grievance Policies and Procedures of the SLP Program and Pepperdine University. If concerns still exist and are related to the program's compliance with accreditation standards, students should contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the ASHA Action Center (members: 800-498-2071; nonmembers: 800-638-8255).

Further information may be found on the ASHA website.

Student Life

Health sciences education offers students a healthy blend of strong curriculum and clinical application. Student activities and service-learning opportunities augment high academic standards by challenging students to apply theory in clinical practice. Students can learn more about student life and general conduct standards by visiting **http://pepperdine.edu/student-life/student-code-of-conduct/** and reading the student code of conduct. In addition, the Speech-Language Pathology Student Handbook contains information regarding standards of clinical conduct for graduate study in speech-language pathology.

Student Health

Student Health Center

The Student Health Center (SHC) is committed to providing high-quality, no-cost health care. Conveniently located on campus in the recently renovated Student Assistance Center (SAC), the SHC is staffed with board-certified physicians, a physician assistant, a registered dietitian-nutritionist, registered nurses, medical assistants, and administrative personnel. Our diverse

team is skilled in working with college-age patients and provides a professional and welcoming environment for students seeking care.

If the Malibu campus is not easily accessible, scheduled and on-demand virtual care is also provided at no charge through TimelyMD using the Timely Care app. Information about this service can be found at the TimelyMD webpage: **http://community.pepperdine.edu/healthcenter/gethelpnow/timelymd.htm.**

The SHC provides health services Monday–Friday, 8 am to 5 pm, to any enrolled Pepperdine student, regardless of insurance type. Scheduled and on-demand virtual care is also provided at no charge through TimelyMD using the Timely Care app. It is part of the Thrive Wellness Program. Students may schedule an appointment by calling (310) 506–4316, option 3, for a wide range of everyday health needs, including men's and women's health, care for illness and injury, immunizations, injections, labs, nutrition, respiratory problems, and dermatology. The SHC also offers specialized clinics such as flu vaccination, travel medicine, massage therapy, and STI/ HIV testing. Please note a walkout statement is available to students for insurance claims if any charges incurred are not covered by the Wellness Fee. For more information, see the SHC webpage at **community.pepperdine.edu/healthcenter**.

University Health Insurance Requirement

Pepperdine University requires that all students, including online students, have a current US-based health insurance plan by the time of enrollment. SLP students also may be required by clinical placement sites to provide documentation of health insurance before beginning clinical hours. The clinical site policy on insurance requirements is at the complete discretion of the site. Please note that the site placement team does not consider site-specific clinical requirements in the placement search. Also, the student is responsible for any and all medical costs that may arise as a result of participating in academic or clinical requirements.

Speech-Language Pathology Student Practice Insurance

Students of speech-language pathology are required to have student practice insurance, in addition to standard health insurance coverage. The University will arrange for student practice insurance for all fully admitted students who are participating in clinical experiential learning. SLP students are automatically added to the University coverage. A student practice insurance fee will be charged to the student account.

Wellness Fee

All students pay a mandatory wellness fee to support the University's extensive medical, mental health, and fitness offerings. A full description of benefits and fees can be found on the Student Wellness website (**community.pepperdine.edu/student-affairs/wellness**).

Admission Information

Pepperdine University seeks students possessing distinctive academic promise, high standards of personal conduct, and a sense of professionalism. Students seeking admission to a master's degree program must have completed a bachelor's degree from a regionally accredited college or university prior to the time of graduate enrollment. Only those applicants who show substantial promise of successfully completing the graduate course of study are accepted. The applicant's academic record and relevant personal data are considered.

All students who are granted full admission to the SLP program are expected to demonstrate a capacity for professional success, clinical excellence, and a life of purpose, service and leadership.

Admission Policies

Filing Deadlines

To assure proper processing of files and timely notification of decisions to the applicants, applications for admission to the Master of Science in Speech-Language Pathology (MS SLP) program must be received by the deadlines listed on the College of Health Sciences (CHS) website. Applications received after the final deadlines may or may not be processed, depending upon the volume of applications received that term and class space availability.

Truthfulness of Application

Students are advised that admission to the SLP program is contingent upon the truthfulness of the information contained in the application file. Discovery of false or incomplete information subsequent to the offer of admission is, at the college's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

Cohort-Style Program

The SLP program begins for each cohort in either the Fall, Spring, or Summer trimesters. Once admitted and added to a cohort, students progress through the required coursework and required clinical hours in lockstep. Before applying to the SLP program, it is important to understand that all courses and clinical hours must be completed satisfactorily each trimester in order to remain on schedule for graduation. Because this is a cohort program, failure to complete any of the required courses on schedule may result in deferral of all courses for that trimester to the next academic term.

Tuition Deposits

Admission to the SLP program requires a tuition deposit to hold the student's place in the program. Tuition deposits are nonrefundable but will be applied toward the student's tuition charges once the student has registered in classes. The deposit can be kept on the student's

account for a specified period without enrollment only if a deferment of admission is approved by the SLP Program Director. These requests are handled on a case-by-case basis by the Program Director. For students who choose to permanently withdraw from the program or are administratively withdrawn by the University, the tuition deposit is forfeited.

Admission of International Graduate Students

Since its founding, Pepperdine University has welcomed students from other countries. Students from more than 70 countries are currently enrolled at Pepperdine University.

International graduate applicants whose native language is not English must demonstrate English proficiency by submitting one of the following:

- An official transcript with the degree posted from a university whose instruction is primarily in English.
- Score of 600 or more on the paper-based TOEFL (Test of English as a Foreign Language).
- Score of 100 or more on the internet-based TOEFL. TOEFL must be taken within two years of application.

International students who need an F-1 visa to study in the United States must follow additional steps to obtain a Pepperdine form I-20. Non-US citizens on eligible visas are subject to various regulations by the US government regarding work authorization, number of units, modality of study, etc. International students must plan to enroll in a full-time course load each term and may not seek any form of employment unless prior authorization is first approved by the Office of International Student Services (OISS). For more information, please visit the OISS website, pepperdine.edu/international-students, call (310) 506–4246, or email oiss@pepperdine.edu.

Admission of Veterans

Veterans who seek admission should follow the regular admission policies and should also contact the Office of Student Information and Services in Malibu. This should be done as early as possible to expedite handling of applicant forms and admission counseling. Applicants must be fully admitted before receiving benefits.

Please contact the Veterans Office for additional information at (310) 506–7999.

How to Apply

SLP program applicants should consult the admission requirements before making an application. The minimum requirements for admission include:

1. Completed undergraduate degree (BA/BS), with an overall GPA of 3.000 or higher.
2. Completion of required foundational courses in Communicative Disorders.
3. Applicants who have not completed the required foundational courses (see below) may be admitted to complete those courses in advance of full admission to the program.

4. Submission of the Speech-Language Pathology graduate application. The application can be found on the SLP program web page.
5. GRE and/or MAT scores are not required but may be included.

Meeting these requirements does not guarantee admission to the MS SLP degree program.

In addition to the completed application, official transcripts for all previous college coursework should be sent electronically through Parchment or e-Scrip-Safe, or mailed to:

Pepperdine University
Speech-Language Pathology
26750 Agoura Road
Calabasas, CA 91302

The application to the SLP program also requires:

1. Three letters of recommendation by people familiar with your background and potential for success as a speech-language pathologist. At least two of the three required recommendations should be from faculty members with whom you have taken class. At least one of the faculty recommendations should be from within your major area of study as an undergraduate student.

2. A statement of your interest and capacity for success in the field of speech-language pathology.

Admission for Foundational Courses

While many applicants to the SLP program will have completed an undergraduate degree in communicative disorders, some deserving and interested students may lack some of the foundational courses required to gain full admission to the program. An applicant who does not have an undergraduate degree in communicative disorders or whose degree lacks any required foundational coursework may be admitted to complete the foundational courses, in advance of full admission to the SLP program.

The criteria for admission to complete foundational courses are:

- Applicant exceeds minimum GPA requirements.
- Applicant submits excellent letters of recommendation.
- Applicant submits excellent personal statement.
- Applicant is missing one or more foundational courses.

If the applicant meets the above criteria, the Admissions Committee, with approval from the Program Director, may offer the applicant admission status to complete required foundational

courses within a specified timeline. If the applicant does not satisfactorily complete the foundational courses in the allotted time, then the admission offer becomes nullified.

The required foundational courses for full admission include:

- SLP 500   Survey of Communication Disorders Across the Lifespan
- SLP 501   Anatomy & Physiology for Speech, Hearing, and Swallowing
- SLP 502   Language Development
- SLP 503   Phonetics and Acoustics
- SLP 504   Foundations of Audiology
- SLP 509   Clinical Observations and Foundations

Admission to complete the foundational courses does not guarantee that full admission to the SLP program will be granted. Once students have completed the required foundationalcoursework, they will be notified of the decision regarding full admission status via Pepperdine email.

Distance Education

The SLP program is delivered using distance education. All courses are taken online, and students complete required clinical hours in approved facilities local to them. The use of distance education will impact the total cost of attendance because there is no residential requirement. Students may live where they choose, provided all requirements for online access are met. All technology requirements for the SLP program are detailed in the Student Handbook. Local access to an approved speech-language pathology clinical setting is also required to complete the required clinical hours as outlined in the MS SLP course sequence in the Academic Program section of this catalog.

Limitations

Admission to a graduate or post-baccalaureate certificate program is valid only for the term indicated in the acceptance letter. The SLP program, as a cohort-style program, generally does not defer admission. Admission files are archived for two years. Students may request in writing that their files be reactivated.

Transfer of Graduate Credit

To transfer courses, the applicant must make a written request to the SLP Program Director indicating the courses the applicant wishes to transfer as part of the admission process and submit the official transcript. Transfer credit is unusual for the MS SLP degree program, as it is a cohort-style program and all students take the same courses each trimester.

Financial Information

Tuition and fees cover only a portion of the total cost of educating a student. Because Pepperdine University is a private, independent institution receiving no operating support from public funds, gifts from alumni and supportive friends and foundations, as well as income from endowments, provide both operational and capital funds not paid by student charges.

Current Charges

Speech-Language Pathology Program

Tuition, per unit
Master's-level courses $1,800
Communicative Disorders foundational courses (500-level).. $1,700
Program Fees
Graduate clinical fee, per trimester $400
Student Practice Insurance, per trimester[*] $15

College of Health Sciences Fees

Student Government Fee $10
Wellness Fee, per trimester $88

Other Charges (nonrefundable)

Application for Admission fee $65
Late registration fee $150
Withdrawal fee... $150
Transcripts, per official copy $5
Returned check charges $25
Finance charge(per day)..027%
Two-payment option service charge (per term)... $25
Three-payment option service charge (per term) $50

Additional fees will be the responsibility of the student but paid directly to a third party. These fees will be for tracking clinical hours (Calipso), drug testing, and a background check required for clinical placement.

Payment Policies

The student is responsible for the payment of any outstanding balance on the student's account. All tuition, fees, and room and board charges (when applicable) are due by the first day after the add/drop period of the term or session unless the student is eligible for and has chosen one of the installment payment options listed in the following section. Students who register after the due date are required to prepay the expected charges owed prior to

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[*] *Student practice insurance will only be charged when placed in-clinic.*

registration, including, but not limited to, tuition, term fees, and the $150 late registration fee. Registration and confirmation of class assignments are not complete until financial clearance is received, indicating full or partial payment in accordance with the payment policies described in this section.

The online student account serves as the official student "bill." The account will be updated automatically with every charge or credit posted to the student account. The amount due will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due, and specific due dates for each. Students are responsible for viewing their student account online, for noting the account balances due, and for making the appropriate arrangements for payment to be received by the Student Accounts Office by the due date.

In compliance with FERPA (Family Education Rights and Privacy Act), students who wish to grant third parties access to their student account information or to allow the third party the ability to make an online payment must do so by completing the Guest Access link on the student's WaveNet account.

Forms of Payment

The University will accept the following forms of payment in addition to financial aid and loans toward a student account balance: cash, checks (must be drawn on a US bank in US dollars), and wire payments. (International wire payments through Flywire can be initiated online through WaveNet and the "Make a Payment" link. For a domestic wire payment, please contact the Student Accounts Office for instructions and information about where to send payment.) Online payments by check may be made by accessing the student's account through WaveNet and the "Make a Payment" link.

Paper checks should be made payable to Pepperdine University and must include the student's name and University-issued ID number. These checks may be dropped off at Pepperdine OneStop or mailed directly to the University:

Pepperdine University
Office of Student Accounts
24255 Pacific Coast Highway
Malibu, CA 90263–7999

Books and supplies may be purchased at the University bookstore and require separate payment to be made directly to the bookstore. Any personal spending money should be deposited directly into the student's bank account and not sent to Pepperdine or deposited to the student's student account.

A fee will be assessed for each returned check or eCheck that does not go through. Repeated occurrences of returned checks will necessitate that the student's future payments be made using certified funds (e.g., cash, cashier's check, money order, or wire transfer).

In the event that the student fails to attend or leaves the University for any reason, the student must formally withdraw through the academic advisor or program administrator in the Student Services Office. Failure to complete this withdrawal process will result in continued obligation for tuition and other charges.

Payment Options

The University offers several payment options for students to pay their tuition, room, and board charges.

Simple Payment Option

The balance of the student's account is due in full by the first day after the add/drop period of the term or session. Finance charges will accrue daily on each payment that is late.

Installment Payment Options (Two-Payment or Three-Payment Option)

If the student's account has not previously been in default and the student is enrolled in an eligible program, that student will be permitted to pay the charges for tuition, room, and board (when applicable) remaining after deduction of any financial aid in installments as described below. Programs, sessions, or courses that do not follow the full-term schedule may not be eligible for payment plan options. For questions regarding eligibility, please contact the Student Accounts Office.

Finance charges will be applicable to each installment payment that is not received by the University by the due date and will accrue daily until the past due balance is paid in full. The privilege of using one of the installment payment options will be revoked upon any installment payment becoming delinquent.

Students who do not comply with payment policies or who have previously been in collections will be required to pay all charges prior to future registrations and advance registrations. If an installment payment option has been requested but the student would like to change or cancel the option, a written request from the student's Pepperdine email account must be received by the Student Accounts Office by the last day of the add/drop period. No changes to the installment payment options will be made after the last day of the add/drop period.

Tuition, room, and board charges remaining after deduction of any financial aid are divided into two or three equal installments to be paid according to the following schedule. All other charges are due on or before the due date listed on the student's WaveNet online account. A nonrefundable service charge will be added to the student account once per term and is due with the first payment.

Two-Payment Option Due Dates
- First installment: due on the first day after the add/drop period.
- Second installment: due 30 days from first-installment payment due date.

Three-Payment Option Due Dates
- First installment: due on the first day after the add/drop period.
- Second installment: due 30 days from first-installment payment due date.
- Third installment: due 30 days from second-installment payment due date.

Penalties on Delinquent Balances

The amount due for each term will be available by viewing the student account online through WaveNet and will reflect the charges, credits, amounts due, and specific due dates for each. Paper bills will no longer be mailed. Students are responsible for viewing their student accounts online, for noting their account balances due, and for making the appropriate arrangements for payment to be received by the Pepperdine Student Accounts Office by the due date. Finance charges will accrue daily on any past due balances.

Preregistration

Any continuing student who has a current account will be permitted to preregister without additional payment until the designated due date. Students with accounts that have previously been in collections, however, are required to prepay for any future terms prior to registration. In the event that a student preregisters but fails subsequently to attend class, the student should formally withdraw to avoid continued obligation for tuition and term fees that will accrue daily finance charges if not paid. A $150 withdrawal fee will be applied to the accounts of students who preregister and do not attend class. The University reserves the right to cancel the course registration for any student who preregisters for a subsequent semester but fails to clear the student account balance of any outstanding charges by the end of the preceding semester.

Refund Policies

University operating expenses and student charges are planned on an annual basis. The refund policies have been established in recognition of both the University's advance commitment to operating expenses and a spirit of fairness for students who find it necessary to discontinue the use of University services. The tuition refund policies for dismissal and suspension are the same as for voluntary withdrawal.

Students are not entitled to a refund of tuition or fees if Pepperdine University changes or alters course offerings, including mode of instruction.

Tuition Refund

Consideration for refund of tuition requires written notice from the student to Pepperdine OneStop of the student's intention to drop a course or withdraw from the University. The date

this notice is received by OneStop is the effective date for determining the refund amount according to the schedule below.

Graduate students who withdraw after the add/drop period but prior to the fifth week of school are subject to the percentage refund schedule. Tuition for classes in a clinical setting will be refunded in the same proportion as the class time below. Specific dates are contained in the Academic Calendar.

Through the add/drop period ....100% minus $150
Through the third week of the trimester 75%
During the fourth week of the trimester 50%
During the fifth week of the trimester..25%
After the fifth week of the trimester 0

Federal Student Loans

To be considered for federal loans, students must submit a Free Application for Federal Student Aid (FAFSA) to the United States Department of Education. The FAFSA can be completed online at fafsa.gov. Forms and information can be obtained by contacting Pepperdine OneStop.

To apply for financial assistance through the federal government, you will need to be a US citizen or a Permanent Resident (green card holder). More information can be found by visiting https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens. Note: DACA and F-1 Visa students are not eligible for federal student aid at the graduate level.

Financial aid applications must be submitted by returning students by May 1 of each year and by prospective students immediately upon application for admission to the University. Financial aid from federal loans should be considered as supplemental to personal resources and not as primary resources.

Enrollment Requirements

A student's enrollment status is also considered when awarding financial aid. The enrollment status categories are as follows:

- Full-time status: enrollment in 6 units per term.
- Half-time status: enrollment in 3 units per term.
- Enrollment in clinical practicum and fieldwork courses constitutes half-time status.

Satisfactory Academic Progress Requirements

Pepperdine University is required by federal regulations (Sections 668.16 (e), 668.32 (f), and 668.34) to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial assistance. Pursuant to federal law, the University's SAP policy ensures that all students who receive University, state, private, and/or federal financial aid

progress toward degree completion. The Financial Aid Office will monitor compliance with the SAP policy for each student. Students must meet the requirements of the SAP policy outlined below to be eligible to receive financial aid. The SAP standards consist of the following:

- GPA Standard: graduate students must maintain a minimum cumulative 3.000 GPA.
- Pace Standard: students must maintain a 67 percent completion rate of all attempted units per term, which will be reevaluated at the close of each term.

GPA Standard

This standard is a qualitative measure of progress as determined by the student's cumulative grade point average (GPA). Graduate students must meet the minimum GPA (3.000) required by their program.

Pace Standard

This standard is a quantitative measure of progress that calculates the pace at which a student is moving toward program completion by dividing the number of units completed by the number of units attempted. Graduate students must successfully complete for credit 67 percent of the units they attempt. For example, students who attempt 12 units during their fall term must pass 8 units or more to meet Pace Standard [(8/12) x 100 = 67%]. Please note the following regarding attempted units and completion rate (pace):

- Students must complete at least 67 percent of all attempted units including transfer units, if applicable. For example if a student has attempted 9 units, the minimum earned hours must be 6.
- Classes with grades of A, B, C, and CR (credit) are considered to have been completed. Classes with grades of D, F, NC (no credit), I (incomplete) and WD, W, WF (grade withheld) will not be considered as completed but will be calculated in the attempted units.
- Courses graded as Incomplete, Failed, Not Passed, or Withdrawn count toward attempted units.
- In the event that a student receives permission to repeat a previously passed course, only the first repeat will apply toward the completed unit count; subsequent repeats will not. Only the first repeat of a passed course may be covered using federal financial aid. Any second or subsequent repetition of a passed course may not be covered using federal financial aid funds.
- Transfer units will be counted toward both the attempted and completed units that have been accepted by the University for degree credit.

Monitoring SAP Standards

The Financial Aid Office will monitor GPA and Pace Standards for graduate students at the end of each trimester. Students who fail to meet SAP standards will be notified via email of the impact on their aid eligibility.

Warning Status

Students who fail to meet SAP for the first time (excluding students who have already exceeded their maximum number of units attempted or years enrolled) are placed on Warning Status for one term and are expected to meet SAP standards by the end of the following term of enrollment. Students who fail to meet SAP requirements the following term will be placed on financial aid suspension (FAS).

Financial Aid Suspension (FAS)

Students on FAS are not eligible to receive financial assistance, and all aid will be canceled for future semesters unless the student successfully appeals the suspension and is placed on financial aid probation. Students may also gain future financial aid eligibility, subject to availability of funds, if they are allowed to enroll at their own expense and do well enough in their coursework to regain SAP. Please note that this will only make students eligible for future aid once reinstated; it is not retroactive.

SAP Appeal Guidelines

If special circumstances cause a student to be placed on FAS as a result of failure to meet SAP standards, a written appeal may be submitted. Specific instructions for submitting an SAP appeal will be emailed to the student. Examples of special circumstances include, but are not limited to, death of an immediate family member, injury, or medical condition of the student. The SAP appeal must address and document these special circumstances and describe how those circumstances have changed to allow for the student to demonstrate SAP at the next evaluation. The student is encouraged, and may be required, to seek academic advisement as part of the appeal process. The student will be notified via email of the decision to approve or deny financial aid eligibility. SAP appeals must be submitted to the Financial Aid Office and must include the Appeal Form and supporting documentation. Incomplete SAP appeals or those missing adequate documentation will not be reviewed.

Financial Aid Probation

Students who have successfully appealed FAS are placed on probation status. Students on probation are eligible to receive financial aid for one term, subject to availability of funds, after which the student must meet SAP or the requirements of the academic plan approved by their academic advisor. Financial aid probation is for financial aid purposes only and is separate from academic or disciplinary policies for other University scholarships.

Various Financial Aid Policies, Deadlines, Requirements

Title IV Aid for Tuition, Other Expenses

Title IV Federal Aid will pay toward tuition, room/board, and associated fees charged to all students. If the student grants authorization by completing the Title IV Authorization Form, Title IV Federal Aid will then also pay toward other allowable educational charges (e.g., departmental/lab fees, travel charges, and facility fees). The Title IV Authorization Form is

located in WaveNet under the Finances section and the Permissions link. Note that any fees not covered by aid, federal or otherwise, are still due by the due date attached to that fee regardless of whether or not there is a credit from federal aid. Fees not paid by the due date will accrue finance charges. Due dates can be found in WaveNet under the Finances section and the Charges Due link.

Timing of Loans

If a student plans to use a federal student loan, a Master Promissory note, loan application, loan entrance counseling, and any other requested financial aid documentation must be completed before the registration date. A pending application is inadequate grounds for deferring tuition payment. Since loan applications require several weeks for processing, an application should be made well in advance. The student, not the Financial Aid Office, is responsible for making these arrangements. Students who are permitted to defer payment due to a pending loan will be assessed any applicable finance charges. Regardless of financial aid status, the student is ultimately responsible for payment of all charges incurred. Accordingly, the student should make arrangements each term that assure payment of all charges.

Federal Direct Loans

Those who qualify for federally based aid may borrow money for school through the Federal Direct Loan program. Graduate students may borrow up to $20,500 each academic year in Federal Direct Unsubsidized Stafford Loan funding. Students must be enrolled at least half-time in order to be eligible to receive federal loan funding. The total amount of loan funding that a student is awarded and accepts will be divided evenly among the number of terms of enrollment throughout the academic year. Direct loan funds, minus the origination fee, are disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school. If enrolled in an eligible program at least half-time, borrowers may defer payment of the principal and pay the interest only or they may defer payment and have the interest charges added to the principal balance (capitalized). Loan repayment begins six months after the student ceases to be enrolled at least half-time.

Federal Direct Graduate PLUS Loan

Students in need of additional funding for tuition and/or living expenses may apply for a Federal Direct Graduate PLUS Loan or a private educational loan. The Federal Direct Graduate PLUS Loan, minus the loan fee, is disbursed through the school at the beginning of each term. Interest accrues while the student is enrolled in school. This loan requires credit approval from the Department of Education and is generally available to students who do not have adverse credit. Many private lenders offer loans with both variable and fixed interest rates. All loans must be coordinated with other aid and may not exceed the student's total cost of attendance.

Changes in Financial Aid Due to a Leave of Absence or Withdrawal

Federal Funds

Financial aid programs created by the federal government are Title lV funds and include the Federal Direct Loan Program and Federal Direct Graduate PLUS Loan Program. Title IV funds are awarded with the understanding that the student will attend school for the entire period for which the assistance was offered. A student who withdraws from all classes may lose eligibility to keep the full amount of disbursed federal funds. The withdrawal date will determine the amount of unearned aid. The University is required to return unearned federal Title IV funds (Federal Direct Loan Program and Federal Direct Graduate PLUS Loan Program) as stated in Federal Regulations, 34 CFR part 668.22, Return of Title IV Aid.

To Take a Leave of Absence or Withdraw

A student who decides to withdraw from all classes for the term or withdraw permanently from the University must notify their academic advisor or program administrator in writing using the Pepperdine email account. When a student withdraws from school, financial aid awards will be adjusted according to federal guidelines and the school's refund policy. If a student drops a course after the add/drop period and that course has not yet begun, the student's aid eligibility will be reviewed and adjusted if necessary.

How Financial Aid Is Adjusted

The federal government provides financial aid offices with a schedule that is used to determine how much of the Title IV funds students have earned if they take a leave of absence or withdrawal. The Financial Aid Office will determine what amount will be returned to the federal program based on the last date of attendance. If students have completed 60 percent or less of a given term, the Financial Aid Office uses the Return of Title IV Funds Program calculations in order to determine the amount of federal funding to be returned. For example, if students take a leave of absence after completing 40 percent of a term, they are then eligible to keep 40 percent of their federal funds, and the remaining 60 percent of federal funding will be returned. Federal funds are returned in the following order: Federal Direct Unsubsidized Loan, Federal Direct Graduate PLUS Loan.

The return of federal funds may result in an outstanding balance on the student's account. If a student's account is not paid in full by the due date, it will accrue finance charges and late fees. If students have completed more than 60 percent of a term, they are considered to have earned 100 percent of their Title IV funds for that term.

Academic Policies

It is the responsibility of the student to be familiar with and complete the requirements for the degree being sought. The Pepperdine University College of Health Sciences faculty and staff will assist each student, but it is the student who must ensure that all requirements have been completed in the manner outlined in this catalog.

The University reserves the right to change its academic policies and requirements. Such changes will be publicized to minimize inconvenience to students. Although most policy changes will apply to all uniformly, students may be allowed to fulfill degree requirements as stated in this catalog in the first year of the student's first enrollment.

The University reserves the right to modify or discontinue any academic offerings or degree programs when demand falls below reasonable levels. In such cases, reasonable efforts will be made to allow current students to complete the program or will assist in their transfer to other acceptable programs or institutions.

Academic Advising and Remediation

Each Speech-Language Pathology student will be assigned an advisor to track academic and clinical progress each trimester. In the event that a remediation plan is deemed necessary, a written report outlining the details and requirements of the remediation plan will be sent using Pepperdine email.

The SLP program requires faculty members to enter a mid-trimester grade for each student eight weeks into each academic term. Any graduate student who has earned a course grade below 75% at mid-trimester will automatically be placed on a remediation plan. However, a faculty member does not need to wait until mid-trimester to report a concern. A remediation plan may be initiated whenever a faculty member identifies a problem with a student's performance.

In addition, SLP program advisors will hold an advisory meeting with each student every trimester. Following the SLP Advisement Guide, the advisor will review the student's performance in academic courses and clinical development, and assess progress toward graduation and certification requirements. If the advisor sees that the student is not performing to the program's expectations in any area, a remediation plan will be outlined and shared with the student in writing using Pepperdine email.

If the cumulative GPA is below 3.000 at the end of any trimester, the student, in consultation with an academic advisor, will be placed on academic probation. The terms of the probation will be determined by the Student Progress Committee on a case-by-case basis, and a firm deadline will be set for the GPA to reach at least 3.000—typically by the end of the next trimester. Failure to achieve this goal by the agreed deadline will result in dismissal from the program.

As a cohort-style academic program, SLP students follow the same sequence of courses and clinical experiential learning each trimester. Therefore, it is critically important that all courses and clinical hours are completed satisfactorily in the assigned trimester. Failure to satisfactorily complete any course on schedule would delay graduation and may result in academic dismissal from the SLP program. Students are encouraged to maintain close contact with their faculty and academic advisors to ensure that designed learning outcomes are being met on schedule.

The College of Health Sciences seeks to provide the information and advising assistance that students need in their academic career. SLP advisors and the program director also work to ensure that the academic preparation is transferable to both clinical and academic settings.

Academic Progress

Add/Drop Policy

As a cohort-style program, SLP students follow a required course sequence each trimester, including when earning clinical hours. Student requests to deviate from the standard course sequence must be submitted in writing to the program director, after a meeting with an academic advisor. The advisor will assist the student in determining the impact of the proposed change, such as the effect on targeted graduation date, total program cost, and admission status.

Under extreme circumstances, it may be necessary for a student to drop a course(s). In some cases, the academic advisor and/or program director may recommend that all courses for that trimester be deferred to the following academic term.

Students who drop all of their courses after the initial registration through the last day of add/drop will be charged a $150 withdrawal fee.

Leave of Absence

Students may petition for a leave of absence by submitting a written request to the SLP Program Director. The written request should detail the reasons for the requested leave of absence. A leave will be granted only under extenuating circumstances. Students may be granted a leave of absence for up to two consecutive trimesters. Time spent on a leave is not considered part of the time limit for completion of the degree.

As a cohort-style academic program, all courses are completed according to a required course sequence. If a student needs or wants to defer one or more courses required in a trimester to a later trimester, the leave of absence may be recommended by the SLP Program Director. (See Add/Drop Policy).

International students in F-1 visa status must obtain clearance from the Office of International Student Services before taking a leave of absence.

Incomplete and In-Progress Courses

A grade of I, indicating incomplete work, is assigned to a student who has attended class but fails to complete required coursework because of a documented emergency in the last quarter of the term. The grade of I may be given only when (1) the student is passing the course at the time an illness or emergency arises; (2) the student does not have excessive unexcused absences; and (3) the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades.

The student must initiate the I grade request with the SLP Program Director or academic advisor. Upon approval, the student must complete a contract with the faculty member in order to receive an I. If an I is assigned at the end of the Fall semester, the course work must be completed by the date specified in the student's contract with the instructor. In most cases when an I grade is being requested, the Student Progress Committee will be consulted and all student progress will be considered in deciding whether to grant the I grade request.

As a cohort-style program, SLP students follow a standard course sequence, including clinical experiential learning. Not completing a course or clinical experience as scheduled by the required course sequence plan for the cohort may affect the target graduation date, total program cost, and academic standing in the SLP program. In the event of extreme extenuating circumstances that make a change in course sequence necessary, the academic advisor and SLP Program Director will support the student in planning a revision to the course sequence that minimizes disruption to student progress.

Attendance Policy

Attendance at all classes and clinical placements is absolutely required. In the event of extenuating circumstances, an excused absence may be granted if the student communicates in writing with the faculty member and provides any documentation requested. Typically, only one excused absence per trimester will be granted. If a student demonstrates a pattern of absence, even if excused, it may result in remediation (See Academic Advising and Remediation). Repeated absence may result in deferral of a course(s) to the next trimester it is offered. (See Add/Drop Policy, Leave of Absence).

Repeating a Course

A cumulative GPA of at least 3.000 must be maintained while in the SLP program. In addition, all individual course grades must be at least a C in order to receive credit toward graduation for that course. If a student earns a course grade below C, the course must be repeated, even if the student's cumulative GPA remains at least 3.000. Repeating a course may not be done independently or as a directed study. The course must be repeated when it is scheduled and could impact the target graduation date and total program cost. When repeating a course for which a grade of C or lower was earned, both course grades are calculated into the GPA and the units count only once toward graduation. **SLP students may repeat only one course, one time**.

In the event that a student earns a course grade below C when repeating a course, it may not be repeated again, and the student would be dismissed from the program.

Medical or Mental Health Emergencies and Withdrawals

Pepperdine University cares deeply about the physical and mental health of its students. Therefore, health and counseling services are available on campus. At times, a student may experience such extreme medical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed. The University will support student-initiated self-care plans, and/or initiate actions that consider the welfare of the individual student and the University community.

The **Student Care Team** and the **Student Counseling Center** are available to assist in this process.

Accommodations for Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students with disabilities. Students should register with the Office of Student Accessibility (OSA) before their academic program begins. Upon verification of the student's disability, the OSA will work with each student on a case-by-case basis to determine appropriate accommodations while maintaining the academic integrity of the courses.

Students should expect a two-week time frame for registration in which the documentation and accommodation request will be reviewed. If the documentation is incomplete and/or does not meet the guidelines, students will be required to submit complete documentation before accommodations may be granted.

Students who have completed registration with the OSA will receive accommodation letters that they may provide to faculty to verify their accommodations. Registered students must request accommodations each term through a completed Semester Request. Students are expected to be in close communication with professors and OSA regarding the implementation of accommodations.

Inquiries should be addressed to the Office of Student Accessibility at (310) 506–6500. Please visit **pepperdine.edu/student-accessibility** for further information regarding documentation guidelines, office forms, and resources for students.

Academic Integrity

Academic Integrity is a crucial part of the educational process. It makes possible an atmosphere conducive to the development of the total person and stimulates not only intellectual growth but also spiritual, ethical, and emotional growth. Academic integrity fosters a spirit of community among students, faculty, and administrators that allows such development.

Furthermore, it creates a climate of mutual trust, respect, and interpersonal concern in which openness and integrity prevail. The SLP program emphasizes the dignity of each individual in pursuing self-improvement and developing full personal potential, not tolerating dishonesty, cheating, or plagiarism in any form.

Most, but not all, violations of academic integrity involve one of the following four general categories of behavior.

- **Plagiarism**
  Plagiarism occurs when a writer appropriates another's ideas, research, or writing without proper acknowledgement of the source or uses another's words without the use of quotation marks.

- **Cheating**
  Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as unauthorized collaboration in any form.

- **Fabrication**
  Fabrication is the falsification or invention of information in an academic exercise or to university officials. Fabrication also includes lying to a member of the administration, faculty, or staff.

- **Facilitating Academic Dishonesty**
  The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Students also facilitate academic dishonesty when they are aware of, but fail to report, violations of the code of academic integrity. Students who facilitate academic dishonesty are as guilty of violating academic integrity as those who plagiarize, cheat, or fabricate materials.

Students committing acts of academic dishonesty will face disciplinary action according to the Pepperdine Student Code of Conduct. Violations of academic integrity will be handled by the Student Progress Committee who will make a recommendation to the SLP Program Director.

Academic Dismissal

Students who are unable to meet academic program standards may be reviewed for academic dismissal from the SLP Program. Academic dismissal review will occur after the academic advising and remediation plans described in that section of this catalog have been exhausted.

In addition to academic dismissals for low grades and failure to meet minimum GPA requirements, students may be dismissed from their academic program for violating any of the University's regulations outlined in the Student Code of Conduct policies at pepperdine.edu/student-life/student-code-of-conduct.

Upon academic dismissal from the University, students will receive a letter from the SLP Program Director. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the Program Director. Students who wish to dispute recent grades resulting in academic dismissal must follow the "Grade Dispute Policy" procedures outlined in this academic catalog.

Grade Dispute Policy

The College of Health Sciences reserves the right, in its sole discretion, to process disputes submitted pursuant to this procedure under other applicable University procedures (e.g., Student Code of Conduct, Academic Progress, Nonacademic Student Grievance Procedure, Disability Accommodation Complaint and Appeal Procedure, and Sexual Misconduct Policy), where it deems appropriate.

Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, the College of Health Sciences recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements arising over assigned grades are handled promptly, fairly, and professionally.

Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. If the matter is not satisfactorily resolved by these means, the following appeals procedure shall apply:

- The student shall submit a written appeal to the program director with a copy to the instructor, identifying the course, trimester, grade received, and the reason for the appeal.
- The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be compiled within two weeks of the date of the written appeal. If the student cannot assemble all such documents, the grade dispute is concluded with no grade change.
- Concurrently, the instructor will assemble all relevant class materials retained for this student (final exams, midterms, etc.) within two weeks of the date of the written appeal. A copy of these documents along with the syllabus, grade book, and the instructor's written response to the student appeal is to be forwarded by the instructor to the SLP Program Director.

The SLP Program Director will appoint a Student Progress Committee of faculty members within the SLP program who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials.

At the conclusion of the committee's evaluation, it will submit a written recommendation and explanation to the SLP Program Director. The recommendation must be one of the following:

- Uphold the grade given by the instructor, or
- Require that the instructor re-grade one or more assignments, followed by a recalculation of the student's grade, or
- Require that the instructor formulate a repeat of one or more class assignments or assessments, followed by a recalculation of the student's grade, or
- Recommend a specified grade change.

Based on the Student Progress Committee's findings, it shall be the Program Director's decision, in consultation with the Dean, as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

Credit Hour Policy

One credit hour earned in lecture, seminar, discussion, and clinical work should represent one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week during an academic term. A minimum of 45 hours of student work is expected for each credit hour in classes in which the instructional time is partially or wholly occupied with seminar, field, or clinical work.

Degree Audit Report

The Degree Audit Report (DAR) is a record of the student's personalized degree plan and an analysis of academic progress of the student based on the catalog requirements for a degree. The DAR is available to students and faculty members through WaveNet and serves as an important advising tool. As a cohort-style academic program, the MS SLP follows a required sequence of courses and clinical experiential learning each trimester. The DAR will show grades in all completed courses and all remaining courses to be taken by the student during the required trimester.

Intent to Graduate

To apply for graduation, potential graduates must confirm their intent to graduate and their diploma address information through WaveNet. The deadline to indicate one's intent to graduate is included in a notification sent by the College of Health Sciences via Pepperdine email.

Students failing to indicate their intent to graduate by the deadline for the trimester in which they plan to complete their degree may not be allowed to graduate in that trimester. Degrees are posted to reflect the same official date of graduation on the diploma and on the transcript of academic record.

SLP Registration

As a cohort-style program, SLP students follow a required course sequence each trimester. Students who are fully admitted to the full-time or part-time SLP program will be informed of what courses are required for the upcoming trimester, according to the SLP course sequence plan. Students will then need to acknowledge with the SLP program office that they will be automatically enrolled in these courses. Bridge students who are conditionally admitted to complete required foundational coursework will be informed of what course(s) are suggested to seek full admission into the SLP program.

Transcripts of Academic Records

Official transcripts of academic records are furnished upon payment of a fee for each transcript issued. Normally, official transcripts are delivered by mail. Official transcripts can be given to the student only in a sealed envelope. If the seal is broken, the transcript ceases to be official. Students may request transcripts at **pepperdine.edu/registrar/transcripts.** Current students may obtain unofficial transcripts through WaveNet.

A student who has outstanding balances on a student account or a default on other financial obligations to the University may be prevented from registering for classes. In addition, the University will not publish the student's grades for the last term in attendance.

Additionally, degrees and/or certificates will not be conferred nor posted on the student's transcript until all University obligations (academic, financial, and otherwise) are fulfilled. Every student with a loan must complete an exit interview with the Office of Financial Assistance before their student records will be released.

Appeal Process

If a student feels their interests were not dealt with sufficiently, a written appeal must be submitted to the SLP Program Director. The Program Director must sign the appeal indicating their recommendation and forward it to the Dean of the College of Health Sciences. Neither the dean nor the program director can suppress or withhold such a signature. If the student is petitioning regarding a particular course, the recommendation should come from that instructor instead of the program director.

Definition of the Grade-Point System

The quality of achievement in a course is measured by grades. For graduate students, A indicates superior work, B indicates average or satisfactory, and C is the lowest passing grade. Grades are calculated as follows:

Grade Points per Unit		Grade Points per Unit	
A	4.000	C	2.000
A-	3.700	C-	1.700
B+	3.300	D+	1.300
B	3.000	D	1.000
B-	2.700	D-	0.700
C+	2.300	F	0

MS SLP Degree Requirements

Clearance for the MS degree requires:
- The completion of all course work with a GPA of 3.000 or better;
- Good academic standing;
- Receipt of completed courses/clinical hours; and
- Successful completion of comprehensive examination and summative Objective Structured Clinical Examination (OSCE).

A detailed course sequence and description of clinical experiential learning requirements are contained in the Academic Program section of this catalog.

Basis of Academic Credit

Academic credit in the College of Health Sciences curriculum is granted in trimester units.

Second Master's Degree

Graduate students who already hold a master's degree from Pepperdine University and desire to study for a second master's degree in another field must meet all the admission requirements of the prospective graduate program. They must also complete the minimum number of units of graduate residence work as outlined for the second master's degree. The student is required to submit an application form and pay the admission fee.

Work Taken Before Admission (Transfer Credit)

Acceptable transfer credit in the MS SLP degree program is very rare as this cohort-style program is built around a required course sequence each trimester. Applicants who have completed graduate courses before admission to the MS SLP program are advised that such courses are acceptable for credit toward the master's degree only upon the recommendation of the SLP Program Director and with the approval of the dean or associate dean of the College of Health Sciences. At the time of admission, the number of units already completed that are deemed acceptable as credit toward the master's degree will be noted as part of the student's DAR.

Academic Program:
Master of Science in Speech-Language Pathology

The Master of Science in Speech-Language Pathology (MS SLP) program is designed to provide students with a theoretical and practical understanding of the principles of speech-language pathology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of speech-language pathology as it is applied to the prevention, diagnosis, and treatment of communicative disorders.

The full-time MS SLP is a five-trimester program. The part-time MS SLP may be completed in eight trimesters of study. Both program options include 400 hours of supervised, clinical experiential learning. The courses and clinical requirements align with CAA and ASHA requirements for all programs within the broader academic discipline. The MS SLP may also lead to qualification for state licensure to practice as a speech-language pathologist. The SLP program, both full- and part-time options, is delivered using distance education. All courses will be delivered online, and all supervised clinical experience will be done at clinics/schools local to the students. There are three required onsite experiences, which will take place at the Pepperdine Calabasas Campus, near the main Malibu Campus.

Most students who are admitted to the Master of Science in Speech-Language Pathology will hold an undergraduate degree in communicative disorders. Deserving students with a degree in another major may be admitted conditionally to complete required foundational courses.

Course Requirements

The MS SLP is a cohort-style program. Once admitted, students follow the same sequence of courses each trimester, including clinical experiential learning courses.

Knowledge of certain fundamental areas for graduate study in speech-language pathology is necessary as preparation for advanced courses. These areas are covered in the following foundational courses. The foundational courses (or equivalent) must be completed prior to beginning the required graduate course sequence. (For students with an undergraduate degree in communicative disorders, these courses are typically completed prior to admission to the SLP program.)

Foundational Courses
    SLP 500   Survey of Communication Disorders Across the Lifespan
    SLP 501   Anatomy and Physiology for Speech, Hearing, and Swallowing
    SLP 502   Language Development
    SLP 503   Phonetics and Acoustics
    SLP 504   Foundations of Audiology
    SLP 509   Clinical Observations and Foundations

Course Sequence:
Full-Time 5-Trimester Schedule

Onsite Experience #1: Orientation

Trimester 1

SLP 610   Intro to SLP Practice .... (2)
SLP 611   Advanced Anatomy and Physiology for SLP .... (3)
SLP 612   Pediatric Language and Cognitive Disorders .... (3)
SLP 613   Pediatric Speech Sound Disorders .... (3)
SLP 614   Research Methods .... (2)
SLP 691   Clinical Methods and Practicum 1 .... (1)

Trimester 2

SLP 620   Pediatric Dysphagia .... (3)
SLP 621   Adult Dysphagia .... (3)
SLP 622   Adult Language and Cognitive Disorders .... (3)
SLP 623   Adult Motor Speech Disorders .... (3)
SLP 692   Clinical Methods and Practicum 2 .... (1)

Trimester 3

SLP 630   Fluency Disorders .... (3)
SLP 631   Voice and Resonance Disorders .... (3)
SLP 632   Aural Habilitation and Rehabilitation .... (2)
SLP 633   Social Communication Disorders, Behavior, and Neurodiversity .... (2)
SLP 634   Augmentative and Alternative Communication .... (2)
SLP 693   Clinical Methods and Practicum 3 .... (1)

Onsite Experience #2
SLP 635   Practice Competencies ....(1)

Trimester 4

SLP 640   Professionalism Portfolio .... (1)
SLP 694   Clinical Methods and Practicum 4 .... (5)

Trimester 5

SLP 650   EBP Portfolio .... (1)
SLP 695   Clinical Methods and Practicum 5 .... (5)

Onsite Experience #3: Final Summative Assessments

Part-Time 8-Trimester Schedule

Onsite Experience #1: Orientation

Trimester 1

SLP 610   Intro to SLP Practice .... (2)

SLP 611   Advanced Anatomy and Physiology for SLP .... (3)

SLP 614   Research Methods .... (2)

Trimester 2

SLP 612   Pediatric Language and Cognitive Disorders .... (3)

SLP 613   Pediatric Speech Sound Disorders .... (3)

SLP 691   Clinical Methods and Practicum 1 .... (1)

Trimester 3

SLP 620   Pediatric Dysphagia .... (3)

SLP 621   Adult Dysphagia .... (3)

Trimester 4

SLP 622   Adult Language and Cognitive Disorders .... (3)

SLP 623   Adult Motor Speech Disorders .... (3)

SLP 692   Clinical Methods and Practicum 2 .... (1)

Trimester 5

SLP 630   Fluency Disorders .... (3)

SLP 631   Voice & Resonance Disorders .... (3)

Trimester 6

SLP 632   Aural Habilitation and Rehabilitation .... (2)

SLP 633   Social Communication Disorders, Behavior, and Neurodiversity .... (2)

SLP 634   Augmentative and Alternative Communication .... (2)

SLP 693   Clinical Methods and Practicum 3 .... (1)

Onsite Experience #2

SLP 635   Practice Competencies ....(1)

Trimester 7

SLP 640   Professionalism Portfolio .... (1)

SLP 694   Clinical Methods and Practicum 4 .... (5)

Trimester 8

SLP 650   EBP Portfolio .... (1)

SLP 695   Clinical Methods and Practicum 5 .... (5)

Onsite Experience #3: Final Summative Assessments

Course Descriptions:
Foundational Courses

SLP 500 Survey of Communication Disorders Across the Lifespan (3 units)
Overview of the field of communication disorders and sciences, credentials required for licensing and certification, scope of practice, laws governing practice, ethical principles, and multicultural considerations. Common types of communication and swallowing disorders, including etiologies, symptoms, and treatment across the lifespan.

SLP 501 Anatomy and Physiology for Speech, Hearing, and Swallowing (3 units)
Introduction to the anatomical structures and physiological functions of the biological systems that underlie speech, hearing, and swallowing, with an emphasis on the processes of respiration, phonation, resonance, and articulation, as well as the neural bases for these processes. Clinical applications are made to disorders that result from dysfunction of these normal processes and structures.

SLP 502 Language Development (3 units)
Thorough study of the basic human language learning process, including the appropriate scientific, biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Explores research and theories pertaining to language development, in relation to cognitive and social development, across the lifespan.

SLP 503 Phonetics and Acoustics (3 units)
Introduction to fundamental concepts in articulation, resonance, and acoustic phonetics. Mastery of broad phonetic transcription using the International Phonetic Alphabet for typical and disordered resonance and articulation. Acoustic phonetics includes the physics of sound, acoustic features of phonation and resonance, and inferences of acoustic properties of voicing and resonance from spectrograms of speech sounds.

SLP 504 Foundations of Audiology (3 units)
Introduction to anatomy and physiology of the hearing mechanism and the interdependence of speech, language, and hearing. Survey of the etiologies and symptoms of hearing disorders, as well as the basics of prevention, identification, assessment, and intervention, including the interprofessional practice of audiologists and speech-language pathologists in serving these patients across the lifespan.

SLP 509 Clinical Observations and Foundations (1 unit)
Introduction to clinical methods and procedures, including acquisition of the required observation hours needed to begin clinical placements.

Course Descriptions:
Master's Courses

SLP 610 Intro to SLP Practice (2 units)
Introduction to the profession of speech-language pathology, covering the origins of the profession and ASHA, Scope of Practice, Code of Ethics, HIPAA, FERPA, fiduciary responsibility, service models, business aspects of practice, universal precautions, clinical supervision, clinical counseling, contemporary professional issues, interprofessional practice, cultural/linguistic diversity, and the integration of Christian values into clinical practice.

SLP 611 Advanced Anatomy and Physiology for SLP (3 units)
Advanced study of the underlying anatomy and physiology of the basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, and developmental bases across the lifespan. Covers embryonic/fetal, pediatric, adult, and geriatric anatomy and physiology related to respiration, phonation, resonance, articulation, audition, mastication, deglutition, and digestion, as well as neuroanatomy and neurophysiology.

SLP 612 Pediatric Language and Cognitive Disorders (3 units)
Comprehensive study of language and cognitive development and disorders in children. Prevention, identification, characteristics, assessment, analysis, and intervention of language and cognitive disorders. Encompasses receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication), as well as cognitive aspects of communication (attention, memory, sequencing, problem solving, and executive functioning). Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 613 Pediatric Speech Sound Disorders (3 units)
Advanced study of speech sound development and disorders in children. Prevention, identification, characteristics, assessment, analysis, and intervention of speech sound disorders, such as articulation disorders, phonological disorders, apraxia, and dysarthria. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 614 Research Methods (2 units)
This course covers quantitative and qualitative research methods to develop knowledgeable and ethical consumerism of research literature. Encompasses accessing and critically evaluating information sources (such as peer-reviewed articles, books, etc.); analyzing research investigations by applying the scientific method, statistical concepts, and validity/reliability; and applying information from the research literature to appropriate populations using the fundamental principles of evidence-based practice.

SLP 620 Pediatric Dysphagia (3 units)
In-depth study of the development of feeding and swallowing processes from fetal stage through adolescence. Prevention, identification, characteristics, assessment, analysis, and intervention of feeding and swallowing disorders, encompassing oral, pharyngeal, esophageal, and related functions, including oral function for feeding and orofacial myology. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 621 Adult Dysphagia (3 units)
In-depth study of changes in the feeding and swallowing processes from adulthood through end-of-life. Prevention, identification, characteristics, assessment, analysis, and intervention of feeding and swallowing disorders, encompassing oral, pharyngeal, esophageal, and related functions, including oral function for feeding. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 622 Adult Language and Cognitive Disorders (3 units)
Comprehensive study of language and cognitive disorders in adults. Prevention, identification, characteristics, assessment, analysis, and intervention of language and cognitive disorders. Encompasses receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication), as well as cognitive aspects of communication (attention, memory, sequencing, problem solving, and executive functioning). Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 623 Adult Motor Speech Disorders (3 units)
Advanced study of motor speech disorders in adults. Prevention, identification, characteristics, assessment, analysis, and intervention of motor speech disorders, including apraxia and dysarthria. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 630 Fluency Disorders (3 units)
Integrated study of theory and practice related to fluency disorders across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention of fluency disorders, including developmental stuttering, acquired stuttering, and cluttering. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 631 Voice and Resonance Disorders (3 units)
Comprehensive study of voice and resonance disorders across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention of disorders of voice and resonance, including respiration and phonation. Considerations of contemporary professional

issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 632 Aural Habilitation and Rehabilitation (2 units)
Integrative study of hearing disorders across the lifespan, including the impact on speech and language. Prevention, identification, characteristics, assessment, analysis, and intervention of developmental and acquired hearing disorders, encompassing fostering the acquisition and use of verbal and nonverbal languages and accounting for differences among d/Deaf and hard-of-hearing individuals. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 633 Social Communication Disorders, Behavior, and Neurodiversity (2 units)
This course covers social aspects of communication across the lifespan, encompassing verbal and nonverbal language for social purposes, social cognition, pragmatics, language processing, and behavior. Prevention, identification, characteristics, assessment, analysis, and intervention of social communication disorders across the lifespan, such as autism, ADD/ADHD, TBI, RHD, etc. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 634 Augmentative and Alternative Communication (2 units)
Applied study of the use of augmentative and alternative communication with populations across the lifespan. Prevention, identification, characteristics, assessment, analysis, and intervention using AAC devices (high-tech and low-tech) for patients with a wide range of diagnoses. Considerations of contemporary professional issues, cultural and linguistic diversity, patient access and advocacy, interprofessional practice, and evidence-based practice.

SLP 635 SLP Practice Competencies (1 unit)
Interactive lab-based learning opportunities for development of clinical skills pertaining to assessment and intervention of speech, language, hearing, and feeding/swallowing disorders and differences. Engaged learning experiences for professional practice competencies, including interprofessional education.

SLP 640 Professionalism Portfolio (1 unit)
Students demonstrate mastery by analyzing, appraising, evaluating, and integrating principles of professionalism, including cultural linguistic diversity, professional behavior, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, communication skills, and Christian values.

SLP 650 EBP Portfolio (1 unit)
Students demonstrate mastery of knowledge and skills related to evidence-based practice, research, written and oral communication, cultural and linguistic diversity, patient advocacy, and principles of assessment and treatment through the creation of a comprehensive evidence-based evaluation and intervention plan for a culturally/linguistically diverse patient.

SLP 691 Clinical Methods and Practicum 1 (1 unit)
Introduction to clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

SLP 692 Clinical Methods and Practicum 2 (1 unit)
Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including the professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

SLP 693 Clinical Methods and Practicum 3 (1 unit)
Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

SLP 694 Clinical Methods and Practicum 4 (5 units)
Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

SLP 695 Clinical Methods and Practicum 5 (5 units)
Continuation of clinical methods of prevention, identification, assessment, and intervention of patients with communication and swallowing disorders across the lifespan. Integration of clinical competencies in the practicum setting, including professional behavior, fiduciary responsibility, business aspects of practice, universal precautions, self-assessment, clinical education and supervision, interprofessional practice, clinical counseling, cultural linguistic diversity, communication skills, and Christian values.

Regulations and Legal Notices

Students and prospective students should read this catalog carefully. This catalog, along with other published bulletins and posted policies, describes student rights and duties with respect to the University. All students of health sciences must abide by the rules, regulations, and policies of Pepperdine University.

Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct. This Code will help clarify the expectations and standards the University has for life in its community. Students will find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct, Discrimination and Harassment, and Hazing), reporting misconduct, and disciplinary procedures online. While the Code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to instate additional policies and regulations or to modify existing ones as needs may dictate. The most updated Student Code of Conduct and related policies and regulations can be found online at **pepperdine.edu/student-life/student-code-of-conduct/**.

Applicability of Catalog Provisions

The academic offerings and policies in this catalog are applicable only to students who enroll prior to the fall semester 2025 and who attend Pepperdine University after August 30, 2025.

Provisions Subject to Change

The provisions of this catalog, including, but not limited to, rules of conduct, academic offerings and requirements, time for completion of degrees, and all financial charges are subject to change at any time by Pepperdine University. It is anticipated that costs will increase in future years due to inflation, strengthened academic and extracurricular offerings, and/or other factors.

In the event of an epidemic, pandemic, extreme weather, natural or man-made disaster, acts or threatened acts of terrorism or war, or other force majeure events beyond its control, Pepperdine University may, in its sole discretion, decide to suspend or modify its operations, including transitioning to a remote learning environment. Such suspension or modification will not entitle students to a refund of or a reduction in tuition or fees.

Revocation of Admission and Rescindment of Degree

Applicants are advised that the University's decision to admit them may be revoked under the following circumstances:

- Discovery of inaccurate or false information contained in the application files submitted by the applicant or persons on the applicant's behalf, including, but not limited to, letters of recommendation; or
- Discovery of prior conduct by the applicant that is inconsistent with Pepperdine's mission and values.

Discovery of either of the above circumstances is grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and any academic credits earned. If either of the above circumstances is discovered after a degree has been awarded, the University may rescind the degree. The determination of either of the above circumstances rests solely within the University's discretion.

Email

Every Pepperdine University student is provided with a Pepperdine email account upon enrollment. The email address generally ends with @pepperdine.edu. Pepperdine University administration depends upon these email accounts to disseminate critical announcements and important news. Students will be responsible for all information sent to this account by the faculty and/or administration and sending an email to this account will, at all times, serve as official notification regardless of whether or not the student reads a specific email or otherwise maintains the account. Not having read a specific email or not reporting technical problems with an account will not be considered a justifiable reason for claiming lack of notice. Because of this, students are encouraged to check their Pepperdine email accounts regularly and to report any problems.

Nondiscrimination Statement

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code Section 66270 and reserves its right to remain a Christian University by favoring co-religionists in its admissions decisions.

Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students and applicants with disabilities. Pursuant to these laws, no qualified individual with a disability, or those regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities of Pepperdine University.

In carrying out this policy, the University recognizes that disabilities include mobility, sensory, health, psychological, and learning disabilities. It is the University's intent to provide reasonable accommodations to qualified individuals with disabilities. The University is unable, however, to make accommodations that are unduly burdensome or that fundamentally alter the nature of the service, program, or activity.

Please see **pepperdine.edu/student-accessibility/ada-compliance** for more information.

Complaint and Grievance Processes

Pepperdine University takes very seriously complaints and concerns regarding the institution. If a student has a complaint regarding a program or the University, the student may present a complaint or grievance according to the applicable policies and procedures found in this academic catalog.

If the student believes that the complaint or grievance warrants further attention after exhausting the procedures set forth in this academic catalog, he or she may contact the WASC Senior College and University Commission (WSCUC) at **www.wscuc.org** if the complaint is about the institution's compliance with academic program quality and accreditation standards. WSCUC is the academic accrediting body for Pepperdine University.

If the student believes that the complaint or grievance continues to warrant further consideration after exhausting the processes of either WSCUC or Pepperdine, the student may submit a complaint to the attorney general of the State of California by filing a complaint form with the Public Inquiry Unit of the California State Department of Justice at Public Inquiry Unit: (800) 952–5225 (phone) or (916) 323–5341 (fax) or online at **oag.ca.gov/contact/ general-comment-question-or-complaint-form**.

The Attorney General's Office will review the process through which Pepperdine attempted to resolve the complaint. If the process complies with the University's written policies and procedures, the Attorney General's Office will, for the purposes of state oversight, consider the matter closed.

If the attorney general determines that the process through which the University attempted to resolve the complaint did not comply with the University's written policies and procedures, the attorney general may request reconsideration by the College of Health Sciences.

An individual may also contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798–0818
https://www.bppe.ca.gov/about_us/contact.shtml

Phone: (888) 370–7589; fax: (916) 263–1897

Nothing in this disclosure limits any right that the student may have to seek civil or criminal legal action to resolve his or her complaints.

Pepperdine University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in 34 CFR §§ 600.9 and 668.43(b).

Non-Academic Student Grievance Policy

Purpose and Applicability

The purpose of this Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment pursuant to the University's "Non-discrimination and Anti-harassment Policy." This procedure is applicable to non-academic student grievances filed by a student against faculty, staff, or any nonstudent third party. This policy is not applicable to grievances filed against another student. To file a grievance against another student, please see the **Reporting Misconduct** section of the Student Code of Conduct. Additionally, this procedure does not apply to complaints made by a student regarding sexual misconduct and/or sexual harassment. Such complaints shall be governed according to the University's **Reporting Sexual Misconduct Policy.**

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action. (This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, appropriate disciplinary action may be taken against the person bringing the complaint.)

Informal Resolution

Before initiating a formal grievance, a student has the option to—but is not required to—discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level.

Initiation of Complaint

If an informal resolution does not result, the student must submit a complaint to the non-academic grievance officer (NAGO) to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or other action takes place. (Assistance will be provided to students with disabilities who are unable to write a complaint.) This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details

(including any supporting documentation). A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

Review by Non-Academic Grievance Officer (NAGO)

The SLP Program Director (or the director's designee) shall serve as the NAGO concerning complaints against faculty, staff, or nonstudent third-parties. The College of Health Sciences Dean shall serve as the NAGO concerning complaints about the SLP Program Director, and in this instance, the University Provost will serve as the reviewing office if the case involves a request to appeal the NAGO's decision.

The NAGO shall read the complaint, all relevant records or other factual information, and all University policies and procedures as may be necessary to determine whether the complainant's allegations warrant implementing the remainder of the procedures outlined below. If, for example, the allegations in the complaint, even if true, would not constitute a violation of a University policy, procedure, or norm, then the NAGO should inform the student in writing that the student's allegations are not subject to the grievance process.

If the NAGO determines that the allegations in the complaint do warrant further investigation and consideration, then the NAGO shall forward, via university email (@pepperdine.edu or other relevant email addresses for third-party respondents), notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if discrimination or harassment is alleged, the University Equal Employment Officer. This shall be done as soon as possible, but in no event later than 21 business days after the NAGO receives the student's written complaint. The respondent shall be given 14 calendar days from receipt of the complaint to return a written response to the NAGO. Necessary extensions may be granted at the discretion of the NAGO.

The NAGO will initiate a reasonable investigation into the matter. The scope of any investigation shall be in the sole discretion of the NAGO. The investigation may include, but is not limited to, meeting with the parties, talking with witnesses, and reviewing any supporting documents.

If the NAGO desires, he or she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise necessary to investigate the complaint and offer advice on the handling of the matter.

Within 21 business days of a receipt of the respondent's written response, the NAGO shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the NAGO determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The NAGO will provide a copy of the decision to all parties. In instances where

discrimination or harassment is alleged, the NAGO will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment, and the University Equal Employment Officer. The decision will explain the investigative process and contain a summary of the facts gathered, a determination as to whether discrimination or harassment occurred, the reasons for the decision and any appeal procedures. If discrimination or harassment is found to have occurred, the decision will also include any remedial or corrective actions that have, or will be, taken to prevent any retaliation or recurrence (1) institutionally and (2) directly relating to the complainant, including notice of all sanctions against the respondent in order for the sanctions to be fully enforced.

Request for Appeal of NAGO's Decision

Any party may submit a written request for appeal to the CHS Dean ("reviewing officer") within 14 calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. The reviewing officer shall be limited to addressing only the following questions:

- Did the NAGO consider all the important and appropriate facts in the investigation of this matter?
- Did the student prove by a "preponderance of the evidence" (that is, more likely than not) that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?
- Was the process carried out in a fair manner?
- Was the decision one that a reasonable person might have made?
- Was the NAGO biased?

Within 15 business days from the date of receipt of the written appeal, the reviewing officer shall make a final decision based on the written complaint, the written response, the NAGO's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. The reviewing officer will provide a copy of the decision to all parties, and to the University Equal Employment Officer. All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the NAGO for seven years after graduation.

Issues of Health and Safety

Campus Safety App

The LiveSafe app facilitates communication between University community members and Public Safety and allows for faster emergency response in distress situations. The free app is available to all community members. See details at emergency.pepperdine.edu/livesafe.

Campus Security and Fire Safety Report

A copy of Pepperdine University's annual campus security and fire safety report is available at the Pepperdine University Department of Public Safety website: **pepperdine.edu/publicsafety/department/safety**. A hard copy of this report is available upon request by contacting the Department of Public Safety at (310) 506–4700.

Reporting a Threat

Any fears that an individual may pose a threat to self or others should be reported to Pepperdine's Department of Public Safety or the Center for Human Resources. See **emergency.pepperdine.edu/reporting-a-threat** for more information.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student, subject to the exceptions provided by law. "Students" as used in this notice includes former students but does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records.

Students may waive their right of access to recommendations and evaluations in the cases of admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of the University Registrar, Malibu, California 90263, or online at **pepperdine.edu/registrar/content/srpjan2012.pdf**.

Right to File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, D.C. 20202–8520. Students are encouraged to utilize internal University grievance procedures to resolve complaints prior to contacting outside agencies.

Veterans Information

Veterans, military service personnel, and their qualified dependents intending to use VA benefits should contact the Office of the University Registrar and be aware of the following policies.

- It is the student's responsibility to notify the Office of the University Registrar immediately when increasing or decreasing unit load, withdrawing, or taking a leave of absence.
- Appropriate credit for previous education will be granted.
- All students using VA benefits must make satisfactory progress toward their educational objectives. In general, unsatisfactory progress for veteran's benefits is considered attainment of less than a 3.000 grade point average for two consecutive terms for graduate students (2.000 for undergraduate students).
- Students who withdraw from the University may have their benefits terminated as of the beginning of the term of withdrawal.
- If a student is dismissed for academic reasons, benefits will be terminated as of the date of dismissal. Students who have had their benefits terminated in this manner must be counseled by the Veterans Administration before their benefits will be restored.
- Students who fail to complete all courses attempted in a term will have their benefits adjusted. Students who withdraw from a course (or courses) in the middle of the term will have their benefits adjusted except in extenuating circumstances. In cases in which students do not return for the next term, benefits will be terminated on the ending date of the previous term. Please contact the Veterans Office for additional information at (310) 506–7999.

University Code of Ethics

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values. See **community.pepperdine.edu/hr/policies/ethics.htm** to read the University Code of Ethics Policy.